

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter presents review of related literature used in this study. The reviews of related literature have a goal of providing information concerned with the research problems. Consisting of writing, and study of *think talk write* (TTW).

#### **A. Concept of Writing**

Writing skill is specific abilities which help writer put their thought in to words in meaningful form and mentally interact with the message. It has purpose not only for media but also giving information. Everyday many people do writing activity by using mobile phone to sending a message. It has purpose that giving information. Writing can be said to be act of forming symbols. When we write, we used graphic symbols.

Harmer (2007:33) states “Writing is frequently useful as preparation for some other activity, in particular when students write sentence as a preamble to discussion activities”.

In addition writing becomes one of the language skill which are very important for any student because by writing the students know the gramatical rules, it can cover all skill. According Patel and Jain says “ Writing is an essential feature of learner a language because it provides an excellent means of foxing the vocabulary, spelling and sentence pattern”. From the theories above writing can be concluded as a communication procces that allows writers to

explore thoughts and ideas into type in form sentence in order to be proper sentences in paragraph through follow step in writing and also they require to learn spelling and grammar they are relating to the correct use of word in a sentence well form.

Writing is frequently useful as preparation for some other activity, in particular when students write sentence as a preamble to discussion activities (Harmer, 2007:33). Harmer (1990:330) states that there are some roles of the teacher when student are asked to write, the ones that are special important are as follow:

- a. Motivator: writing task will be motivated the students, creating the right conditions for the generation of ideas.
- b. Resource: especially during more extended writing task, we should be ready to supply information and language where necessary.
- c. Feedback provider: teacher should respond positively and encouragingly to the content of what the student have written.

## **B. Descriptive Text**

Descriptive is description is a way to describe something by giving more details in order to visualize the thing that will be described. So we can visualize how it looks like, what is taste, through our sense. The definition of descriptive text is varied from many source.

Descriptive text is type of aimed to describe something in detail in order to invite readers to feel and to see the whole characteristic of a thing without

touching it immediately. This kind of text is usually used to describe things such as animals, stuff, people or places. An excellent descriptive text contains vivid details of a particular thing that enable readers to feel, touch, smell, sign and hear that particular thing.

Descriptions range from very precise to very creative. In science, descriptions tend to be exact, as when an author describes an apparatus or a particular organism. Descriptions in poetry are more imaginative. In general, descriptions do not occur alone: They blend with definitions and explanations as stated by Dorothy Grant Hennings (1999:2). From those, it can be said that descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

### **C. Teaching Descriptive Text**

Writing is an activity that produces something from mind become meaningful a text of the sentence. Make a good writing by arranged sequence sentence. Shortly, writing skills are specific abilities which help writer put their thoughts into words in a meaningful form and mentally interact with the message.

In teaching descriptive text, the teacher gives the explanation about descriptive text, including the purpose, generic structure and language feature of descriptive text. After students have understood about the material well, the teacher gives some picture to the students about book. Then ask

them to identify the activities in the picture. After that, ask them to write what they have known about the picture in written form.

#### **D. Strategy of teaching Descriptive text**

According to Mark Anderson (1997:103) one way in understanding descriptive text is by identifying the generic structure of that text. The simple generic structure that is taught in junior high school is divided into the following two elements namely identification and description.

1) Identification / a general opening statement in the first paragraph:  
Identifies phenomenon to be described.

- This statement tells the audience what the text is going to be about.
- This includes a short description of the subject.
- This can include a definition of subject.

2) Description of paragraphs about the subject: Describes parts, qualities, characteristics.

- Each paragraph usually begins with a topic sentence.
- The topic sentence at the beginning of each paragraph previews the information contained in the rest of the paragraph.
- The sentences after the preview give more details.
- Each paragraph should give information about one feature of the subject.
- These paragraphs build a description of the subject of the report.
- They may include technical language that is related to the subject.

3) Think-Talk-Write is a learning that begins with thinking through reading material (listening, critiquing, and alternative solution), the results of reading communicated through the presentation, discussion, and then make a report based on the results of presentation. Identify the picture is one of activities in learning speaking English. In this activity, students must identify pictures in front of class and many other strategies to teach recount text. The researcher choose Think-Talk-Write to teach writing descriptive text.

#### **E. Teaching Descriptive Text Through Think-Talk-Write**

##### **1. Definition of Think, Talk, Write**

According Zulkarnaini (2011) states "Think-Talk-write Strategy was introduced by Huinker and Laughlin". This strategy facilitating the exercise of language both oral and written fluently. This strategy based on the interpretation that learning is a social action. Think-Talk-Write Strategy encourages the students to think, talk, and write based on the particular topic. Think-Talk-Write Strategy is used to develop the writing fluently and exercise the language before write them.

Activity think is an activity that involves getting a clue from reading a picture and interpret it into a small note based on what they have been thinking. After writing or making note, student are asked area asked to differentiate and unite the presented ideas. The continuous practice of making notes after reading encourage thinking skill before, due and after reading that will support enchancing students knowledge as

well as upgrading their writing skill. One of advantages of this process is the integration in the learning setting from “thinking” process to “talking” based on their understanding. Talk is important as it demands to use own words and languages to deliver the ideas to make a complete understanding. The sharing strategy is one of the ways use to enhance students talking ability. Process communication is done through the student lives, an social human being who interact with the environment to communicate. In a real implementation, this activity can be utilized before a starting a writing class. Moreover the next phase is “write” means writing dialog and discussion. This activity means students have to do dialogue and discuss the ideas with friends so that can be expressed on a paper through writing.

## 2. Think – Talk – Write in Descriptive Text

As we know, writing is not only move the pen on paper but in writing we have to pay attention to the rules of writing, like the choice of words that are fit or not, the arrangement has been arranged with the correct sentence or not, the coherence between paragraphs one another mutually sustainable or not, etc. to improve students’ skills in writing, especially make descriptive text should choose an appropriate strategy to solves the problem.

### 3. Advantages and disadvantages

#### a. Advantages

- Cooperative *Think-Talk-Write* Strategy helps to improve student's right brain because they will express their ideas spontaneously through a picture.
- The learning central is according to the students activities in discussing something so the teacher is not the central point in study process anymore.
- Student's ideas will more expanded by supporting ideas from his groupmates and it will make a faster writing (conditional).
- TTW strategy makes the students learn to thinking concepts, share their ideas, and discussing a wording in a writing task.
- Ideas from the other groups and corrections from the teacher will be an essential thing to make a better writing.

#### b. Disadvantages

- This strategy is effective in description only.
- Sometimes, it needs more time to presenting and correcting.
- Several students still difficult to express their ideas, it depends on their group dividing not the strategy.
- The reality is not always same with the expectation.

## **F. Previous Research**

Literature review is used as a comparison against existing research, both on the excess or shortage that existed before. The formulation in the study of literature fully excavated from material written by experts in the field related to the research.

1. “THE INFLUENCE OF THINK-TALK-WRITE (TTW) STRATEGY TOWARD STUDENT’S WRITING SKILL ON RECOUNT TEXT” by Pradita Marlia Aziz (An experimental Research at the Eight Grade of SMP Muhammadiyah7 Yogyakarta in the Academic Year of 2015/2016) Thesis: Bachelor Program of English Language at Islamic University of Semarang 2016. The writer gave writing test to gather the data. There are two test; pretest and posttest. This research is an experimental research with quantitative approach. The result showed that there was a significance difference in the achievement between the students. experimental Study, In this study, The researcher used strip stories to teach writing recount text in the form of strip of pictures completed with key words under each strip as guide. The researcher used documentation and test as an instrument to collect data. The similarities between her research and the writers are the subject or material of the study. The difference is the research design of the study they are using Recount text and the reseacher using Descriptive text.
2. The thesis entitled “THE EFFECTIVENESS OF TTW (THINK-TALK-WRITE) STRATEGY IN TEACHING WRITING DESCRIPTIVE TEXT”



by Ratna Prasasti Suminar Giska Putri. (An Experimental study at SMP Unswagati Cirebon The writer takes two classes of the second grade students as the sample from this research which were divided into two groups; experimental group (7AB) and control group (7CD). The instruments of collecting data are tests; pre-test and post-test) Thesis: Bachelor Program of English Language at University of SwadayaGunung Jati Cirebon 2015. This study is an experimental Study, In this study, The researcher used strip stories to teach writing descriptive text in the form of strip of pictures completed with key words under each strip as guide. The similarities between her research and the writers are the subject or material of the study. The difference is the research design of the study.

3. “THE INFLUENCE OF USING THINK TALK WRITE (TTW) STRATEGY TOWARDS STUDENTS’ ANNOUNCEMENT TEXT WRITING ABILITY AT THE SECOND SEMESTER OF EIGHTH GRADE OF MTS DARUL ULUM BATURAJA IN THE ACADEMIC YEAR 2017/2018” by Anisya Rani (Students of English Education Department, Teacher Training and Education Faculty of Muria Kudus University. Thesis: Bachelor Program of English Department. This research is a classroom action research (CAR). The similarity between her research and my research is using Think-Talk-Write in improving students writing skills. The differences between her research and my research is conducted

her research still general. Though, conducting this research and my research more focus. It is about students' writing ability in Descriptive text.